

## **READING FOR PLEASURE POLICY**

### **Rationale**

At Eldon Grove Academy we believe that reading for pleasure should be a fundamental part of childhood and lifelong learning whatever the child's ability, background or culture. We believe that every one of our children deserves a rich curriculum which encourages extensive reading of, and exposure to, a wide range of texts. This in turn will make a huge contribution to students' educational achievement. All staff will endeavour to foster a love of reading and make links to planning for reading for pleasure across the whole curriculum to ensure we are an outstanding reading school.

### **The Nature of Reading**

Reading is a multi-strategy approach to understanding the written word. It is not simply the decoding of black marks on the page but involves the ability to read with understanding a wide range of different texts, including fiction, non-fiction, real world texts such as labels, captions, lists and environmental print. Pupils should access newspapers, comics and e-books. Competence in reading is the key to independent learning and therefore the teaching of reading is given a high priority by all staff. Success in reading has a direct effect on progress in all areas of the curriculum and is crucial in developing children's self-esteem, confidence and motivation.

***The National Curriculum 2014 for English at Key Stages 1 and 2 places reading for pleasure at the heart of the English curriculum. Alongside the expectation that every school teaches children to read well, schools will be expected to develop a love of reading in every child.***

### **Aims and Objectives**

#### **General Statement**

It is our aim to develop enthusiastic and confident readers who can understand a wide range of texts. Children will read for interest, information and most of all, pleasure.

#### **Specific Aims**

##### ***Children should:***

- develop the ability to read aloud fluently and with expression
- develop the ability to read for meaning
- develop the skills required for the critical reading of texts
- be encouraged to read a wide range of fiction, poetry and non-fiction materials
- be taught an orchestrate full of cueing strategies for reading including;
  - Phonics (sounding the letters and blending them together)
  - Visual (whole word recognition and analogy with known words)
  - Contextual (use of picture and background knowledge)
  - Grammatical (which words make sense)These to be taught during shared and guided reading;
- be encouraged to listen attentively
- gain awareness of the close links between reading and writing activities.

## **Curriculum Matters**

### **Whole Class Reading**

Whole Class Reading is taught weekly with an English lesson. This is a tightly focused lesson to teach the elements of reading through a high quality age appropriate text. All pupils within the class access the same text (some pupils supported to read by their peers or the class teacher). Questions are asked throughout the reading based on the RIC model (Read and Retrieve information from the text, Infer using evidence from the text and Choice questioning around the authorial intent within the text. This strategy also encourages the development and understanding of language and vocabulary used within the texts and enables pupils to make links with other books they have read.

### **Shared Reading**

In shared reading the teacher's role is to make overt what good readers do. During shared reading the children can access a text which may be challenging to them individually. Reading skills and strategies should be clearly modelled and discussion should help children to develop a deeper understanding of the text. Shared reading should have a specific focus and all abilities should be included in discussions by differentiated questions.

Shared reading should take place within the Literacy lesson and also through the reading of information texts related to other curriculum areas. Class novel can be used to demonstrate reading expectations.

### **Guided Reading**

Guided Reading is a powerful way of supporting children to make progress in reading, providing a regular and supportive time where pupils encounter engaging texts which capture the imagination. For Guided Reading in KS1 the class is divided into groups of up to six children of similar reading ability. Every group should access Guided Reading at least once each week. The text should be carefully selected at instructional level for the group and plans for each session should reflect a specific teaching focus appropriate to the group. In KS2 Guided Reading is to be used as a focused intervention to address areas within reading that pupils require to ensure fluency and clarity of text is embedded.

### **Structure of a Guided Reading Session**

#### **Book Introduction**

This provides the context for the reading. The teacher will activate children's prior knowledge and/or discuss the main themes of the text, including some prediction of the contents.

#### **Strategy Check**

Just prior to independent reading the teacher guides the children to focus on and apply key strategies while reading independently.

### **Independent Reading**

Children will read independently while the teacher gives focused attention to support, monitor and assess individuals as they read. During the time given to independent reading, the teacher will support children in choosing new books, answering questions about the texts and engaging children in discussion.

## **Returning to the Text**

The teacher asks questions, promotes discussion and interacts with the children to extend their thinking and develop their responses to the text.

## **Independent Reading**

Children need to be given the opportunity and encouragement to read independently in order to build confidence, stamina and fluency, as well as develop their experience of a range of books and authors.

In Early Years and Year 1 pupils will be supported to select texts that are closely linked to their developing phonic knowledge in order for them to develop their decoding skills and fluency.

From Year 2 onwards there should be timetabled opportunities for pupils to read. Children should be encouraged to keep a reading record of books which they have read. This will generally be in the Home/School journal.

Class teachers will keep a list of books read by every child in order to pass to the next teacher during transition at the end of the academic year.

Children should have access to a wide range of books including fiction and non-fiction via the school library, levelled reading books across the school and classroom libraries.

Children in KS2 should be encouraged to take home a book from the school library. This may be in addition to the levelled book which they are reading. Pupils making their own choice of texts are an important part of developing independence. Selecting texts motivates readers and helps children to develop and discuss their reading preferences.

In KS1 and, where appropriate in KS2, children will be given an appropriately pitched reading book to take home, together with a reading record. Children's individual reading will be monitored by staff and supported by classroom assistants. Each time a child reads, at home or at school, a comment will be written in the reading record. Where children do not read regularly at home teachers will arrange for them to read individually at school to an adult or older children.

Home reading record books will be collected weekly and signed by the class teacher to monitor home/school reading. A Reader of the Week award is given to one child in each class each week as a means of encouraging reading.

Reading should not be seen as just a 'school activity'. Wider family involvement supports reading and ensures children have access to reading materials at home. Every effort is made to involve parents in the teaching of reading process. In KS1 Reading Buddies are sent home each week to encourage pupils to read to the class "buddy" and comment on their favourite characters, plots and setting in books with the support of their family members.

## **E -reading/Use of technology**

We use Bug Club resource to encourage and motivate readers who enjoy reading using technology. Teachers allocate books according to the ability of the child and they are used for pupils to practise reading at home and in school. Teachers can view what pupils are reading, how frequently and how well they are doing. Progress reports can be produced in order to discuss progress with parents.

Pupils use the internet to carry out research on a regular basis in a range of subjects using laptops, Ipads and iMacs.

## **Hearing Books Read Aloud**

This builds enthusiasm and enjoyment. It influences independent reading and tunes children in to book language. Teachers of all age groups should find time to read aloud to their class on a regular basis. Teachers should read aloud to ensure literary language is accessible and to provide a model of expressive reading. This should also be an opportunity to model reading for sheer pleasure.

## **Children Reading Aloud**

This will be modelled during shared and guided reading and hearing books read aloud. Children should have the opportunity to read aloud to a variety of audiences, including their own age group, younger children and in assemblies.

## **Reading Environment**

Classrooms and all school areas should provide a print rich environment. Reading displays should form a part of that environment – library corners, favourite books, book reviews, book of the week, author displays and collections of books on a similar theme will help to develop enthusiasm.

## **The School Library**

At Eldon Grove Academy we value the school library. A Lead Teaching Assistant has been allocated time and responsibility in order to oversee the day to day running of the library. Every class is timetabled to visit once in the week – this may be to teach library skills, allow pupils to select/change books, read a story or do some research. The library is housed in two areas –the fiction library and the nonfiction library. Pupils can visit the library at other times to change their reading book. We use an electronic system for checking books in/out - Junior Librarian –and every adult and child in school has a personal login. School librarians from Year 6 work during playtime and lunchtime to keep the library in order and have received training to enable them to do this. Pupils and parents have been consulted about which books they would like to read and every effort is made to ensure the library is kept up to date and current.

## **Early Years**

Reading opportunities are given on a daily basis. A wide range of approaches are used to provide first hand experiences for the children. The children are taught in a stimulating environment that is rich in written print. There are focussed periods within the day when small groups of children share books in a more structured way - i.e. Guided Reading. The class teachers share big books with the class and regularly read stories and rhymes.

Letters and Sounds phonic scheme is taught daily. It covers all the pre requisite skills for reading such as sound identification, sequencing, reproduction and discrimination.

The children are given an individual reading book to take home when they are ready. The teacher reads with the child and encourages reading to take place at home. Some phonics are taught as soon as pupils are ready and then short daily session follows.

## **Key Stage 1**

Daily phonics work takes place in every classroom. Phonics activities are practical and fun, to encourage learning. During shared and Guided Reading, phonics work is reinforced in the context of real texts.

English lessons cover a wide range of text types. Writing activities follow on from Whole Class Reading, Shared Reading with a balance of reading and writing over a period of one or two weeks.

## **Key Stage 2**

Careful study of the reading genre over several days leads to children attempting writing in that same genre. This is usually during a unit of work lasting several weeks. Over the unit there will be a balance of shared reading and writing activities. Many teachers now base learning around a particular text which must be by a significant author. Lists of suggested texts and authors have been shared with every teacher in every year group.

## **Extra Support**

Intervention programmes such as Lexia across both key stages and Catch Up across lower KS2 are used.

Where further support is needed individual teachers will consult with the SENDCo and pupils with a PSP may have specific targets relating to reading.

Adult volunteers hear pupils reading on a regular basis to offer additional opportunities to read aloud and discuss text. One to one - classroom assistants at specific times of the day

## **Assessment and Recording**

A whole school approach to assessment and record keeping is used. All teachers are currently using POS for their year group and select one pupil per ability group for whom they gather evidence from a range of sources. Year group, phase and cross phase moderation occurs on a regular basis to share the range of evidence, moderate judgements and agree whether pupils are working at Towards, ARE or Greater Depth - this relates to Age Related expectations. Evidence is sought from cross curricular areas and not just from reading sessions.

## **Parental Involvement**

Co-operation and support from parents is paramount if a child is to become a successful and competent reader. At Eldon Grove Academy we strive to develop and encourage a strong partnership between home and school. It is our policy to send reading books home regularly and to encourage parents and carers to contribute to their child's reading development, welcoming comments in individual reading Learning Logs.

Parents are invited into school in the autumn term of the Reception year to learn about how reading is taught and developed. Parents are invited to attend a Reading Workshop as part of the Parental Forum. The annual school Book Fair is always well attended by parents as is Family Week, which has a book theme in the spring term.

**English Subject Leader**  
**Sharon Stephenson**  
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